



New Paradigm of Education: A Review on Analyzing the Effectiveness of Vocabulary Learning Through Animation Movies in English Language Classrooms

Professional paper

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Abstract

Vocabulary is often overlooked by educators, yet it is one of the most important aspects of language learning. It is essential for all four language abilities, as it is linked to writing, reading, speaking, and listening. Without comprehensive vocabulary knowledge, students may not be successful in acquiring English as a language. One potential way for English language students to improve their vocabulary is to use multimedia sources like animated movies. Animated movies can provide significant benefits to students by using visual aids that enhance comprehension and facilitate improved learning outcomes. This paper aims to understand the effectiveness of vocabulary learning and teaching through animated movies. This article investigates the efficacy and role of animated films in the acquisition of vocabulary. The articles reviewed for this paper focus on the development, analysis, and examination of animated movies for enhancing vocabulary acquisition. In addition, the paper examines the research design, method, and theory that support the use of animated films in research. The review paper implies that animation films enhance vocabulary more effectively than traditional classroom settings.

Keywords: Animation movies, audio-visual learning, vocabulary learning, English language learning, English language classrooms

Recent innovations in multimedia technology have helped to enhance the credibility of instructional materials by incorporating multiple modalities to support language learning. Multimedia provides both visual and audio treats for both the instructor and the learners. However, language classrooms are stretching their boundaries and entering the world of innovation. With multimedia, there will be easy access to materials, feasibility, and time management. According to Chappelle (2009), designers of computer-aided language learning assignments (CALL) must make linguistic

items in the CALL input prominent to enhance input processing. These elements can be highlighted by enabling students to use their computers and access assistance options as needed. Multimedia annotations facilitate these interactions as they can highlight the text and offer multiple access points for language learners to verify the meaning of target words. With the help of multimedia technology, instructors and practitioners can caption audio content; captions can be posted online, such as on YouTube, or distributed through DVD

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software. Video captioning helps students visualize words being spoken, as this type of caption offers multi-sensory information that enables students to enjoy video action as well as written text while listening to the sound. Filmmakers use animation as a technique to give inanimate objects life (Smaldino et al., 2005). According to Walker (1999), video is an instructional technology that integrates images and sounds and is intended to teach languages in the classroom. According to Muniandy and Veloo (2011), animation is a particular language characteristic. Animated video is multimedia content that consists of both spoken and non-spoken presentations that present images as well as narratives of text on the screen. Media is a means of communication between speakers and consumers or recipients of information. This suggests that media can be used to assist instructors in providing students with information (Muir et al., 2016). The majority of educators use media to convey information to students. Therefore, pedagogical messages are conveyed through the media. Therefore, English language instructors who have access to vocabulary resources may utilize this medium. Lessons can become more creative and stimulating with the use of film media; with the correct selection of English films as learning media, students can develop the ability to observe all objects in the process, thereby increasing student interest and learning (Romadhon & Qurohman, 2018). Furthermore, films can be employed to teach both pronunciation and vocabulary (Romadhon & Qurohman, 2018).

Vocabulary is the first part of English that learners need to understand as they learn the language. It's one of the four elements that connect speaking, hearing, reading, and writing. To effectively communicate in English, students need to have enough phrases and be able to use them correctly. According to Rivers (1983: 125), "adequate education is the key to progress." Vocabulary is critical to the success of usage because, without it, you can't effectively communicate the language. With a large vocabulary, it's difficult to use the acquired language's components and roles for understandable communication.

The utilization of media such as films can have a positive impact on a student's

vocabulary and understanding of the material. Media can help to captivate the learners and encourage them to remain engaged in the lesson. The film is a means by which both the language instructor and the student can communicate more effectively, thus preventing the learner from becoming bored with the lesson. Films are essential in motivating students to learn to speak and in providing a context for the learning process. Thus, animated films can be used to convey concepts, allowing students to interpret the plot of the films directly.

The Importance of Vocabulary Learning

English is widely regarded as a global language that requires proficiency to effectively communicate and stay informed of current advancements. The acquisition of language is significantly dependent on vocabulary since it serves as a fundamental cornerstone in the process of language learning (Hidayat, 2021). A vocabulary is a collection of words and phrases that Webster's Dictionary frequently interprets or defines. It might refer to a language, an organization, a person, a job, or a topic. Nonverbal symbols such as signs, gestures, stances, and way alphabet signals can also be described using this term. It can also be used to catalogue or collect phrases, symbols, trends, or norms, as well as to interpret an experience or express a concept or feeling (Onwuegbuzie & Abrams, 2021). Acquiring vocabulary, which is the fundamental component of language learning, is a time-consuming process. During this phase, students become acquainted with the words they encounter. Vocabulary acquisition is determined by the frequency with which it is used and the number of appearances in various forms and settings (Schmidt, 2001). The acquisition of English language skills holds significant importance in today's world, characterized by globalization since it enables students to effectively utilize technological tools. The level of proficiency in vocabulary can have an impact on an individual's communication skills. Individuals with a strong vocabulary have greater facility in arranging words into coherent sentences compared to those with limited proficiency in vocabulary.

Effectiveness of Animation Movies in Language Learning

The term “media” refers to the collective portrayal of individuals, things, resources, or events that help in the learner’s acquisition of information, abilities, and perspectives. This range includes books, tapes, recorders, cassettes, videos, cameras, film, slides, photographs, pictures, graphics, television, and computers. Gagne (1970) defines media as a valuable educational tool, whereas animation movies are defined as components of a learning resource that possess the capacity to inspire and engage students in their language learning. Learning languages with animated movies is becoming more and more popular in English classes. Educational animation movies include a range of material objects utilized to convey subject-matter content. According to Heinich et al. (1982), animation is when a director gives motion to an inanimate object. Animation movies include audio-visual media, which is a great example of an audio-visual medium. They’re a series of moving pictures and sounds that come together to create a sound that helps students learn and understand the concept. Animation movies are a type of dynamic representation that shows changing processes. Animation movies are important in education, particularly in improving the quality of learning. Here are a few examples of excessive interest or animation in education:

- Animation visually and dynamically expresses complex ideas.
- Animation captures students’ interest and motivates them to learn.
- Animation is more effective than other forms of media in conveying a message.
- Digital animation can help with virtual learning.
- Animation is a more interesting genre for language learning.
- Animation engages attention, stimulates motivation, and promotes student thought.
- The visual and dynamic overload that animation technology provides might make it easier to implement or demonstrate concepts.

The fundamental benefit of employing animation films is that they assist students in understanding complex concepts. Oddone (2011) describes animated films

for language instruction as follows: a) they present real-world examples; b) they can be completely utilized under the guidance of the teacher; c) videos give individuals and places access to things, places, people, and events. Because it is fascinating for kids to comprehend “real things,” authentic content is frequently incredibly motivating. Thus, animation movies can be used as a tool in the classroom for language learning. The pros and cons depend on how the teacher uses video as the medium in the classroom. Animation movies can be used to select appropriate videos, suitable subtitles, and audio that can provide some benefits or advantages to language learning.

Role of Animation Movies in Vocabulary Learning

English is a worldwide language that must be acquired to properly communicate and compete in the modern world. Students will struggle to communicate their ideas and comprehend subjects in English if they lack adequate vocabulary skills. According to Sayekti (2015), “vocabulary is a language’s dictionary.” The level of a person’s vocabulary mastery can affect how they communicate; those with high vocabulary mastery will find it simpler to construct sentences than those with low vocabulary mastery. It means that to study English and make it simpler for you to demonstrate your language abilities, you need to have a large vocabulary. Vocabulary is the lowest unit of speech that people can process while talking and use to interact with one another, claim Astiyandha and Muchlisoh (2019). In simple terms, it’s a collection of words for a language that speakers of that language may use. And because it’s one of the keys to learning the four languages, it’s very important in the learning of languages. Vocabulary learning is a significant part of language learning; as vocabulary improves, it helps with better performance in speaking and writing. Animation movies can beneficially help improve vocabulary. Animation movies are great for teaching because they show real-life English in real-life situations, so you get to hear different voices, different slang, shorter speeches, more stress, different accents, and different dialects. There are lots of benefits to watching animated movies, but

the biggest one is that you get to hear real spoken conversations with both language and paralinguistic elements like sounds and images. Without the text, which can be distracting, you have to listen to what the characters are saying (Abel, 2003).

According to Stoller (1988), watching films and videos is a fantastic technique for children to acquire English. Movies make the language simpler to comprehend; therefore, teachers can use them to teach all the necessary abilities. In his discussion on the roles of teachers, Stoller advises them to make effective use of films as teaching aids while they are still working as teachers. Animation movies are a fantastic technique to inspire students, especially when it comes to enhancing their vocabulary learning. Berk (2009, p. 3) lists out twenty learning outcomes for using animation films in the classroom, including the following: 1) grabbing their attention; 2) getting them focused; 3) getting them excited about the lesson; 4) building anticipation; and 5) energizing or relaxing them for the learning activity. 6) using students' creativity to enhance attitudes towards learning and subjects, and establishing connections with both students and teachers. 9) improving content memory. 10) improving comprehension. 11) encouraging creativity 12) encouraging the flow of ideas 13) encouraging more in-depth study 14) enabling the exercise of free speech 15) establishing a platform for collaboration; 16) encouraging and motivating students; 17) making learning enjoyable; 18) establishing the proper tenor or atmosphere; 19) easing tension and anxiety; 20) producing unforgettable visuals. Nevertheless, using an animation movie in the classroom can be an approach to providing flexibility and diversity while also helping students improve their vocabulary skills.

Method

To understand the development of vocabulary learning, it is necessary to conduct a literature review on animation movies. This review not only examines the related research but also confirms the uniqueness of the work in this field. The primary objective of the current literature review is vocabulary acquisition, its methods, and the research development instruments

used in animation movies. Romadhon et al. (2022) proposed a study to assess the efficacy of using animated films to enhance English language skills, particularly vocabulary. Visual recognition, word meaning, and orthography are scored as vocabulary component points before treatment consisting of watching English animated movies. The participants in the investigation answered thirty pre-test questions. After viewing the film, they were given a post-test with the same types of questions as the pre-test. This study employed the one-group pre-test and post-test design methods. The t-test result showed that the animated film-based learning method was effective.

Siregar et al. (2021) present a study examining how animated media can aid in the vocabulary development of young children. In addition, they discussed the uses and advantages of animated media. This study primarily derives its arguments from document analysis. In document analysis, the instruction of English documents, articles, literature, and scholarly articles from online publications is included. The results demonstrated that students can readily recognize the given words when they are taught with animated videos that display both written and visual words. Munawir et al. (2022) conducted a study to determine whether animated films increase the vocabulary of MTs As'adiyah Putri Sengkang second-year students. The researcher employed a pre-experimental strategy and a pre-test and post-test design with a single group. The analysis of the data revealed major variations between the pre-test and post-test. The value of significance was 0.000, which is less than the significance level of 0.05. The post-test average score was greater than the pre-test average score. The average grade on the final examination was 52.90. Based on the findings of the research and the evaluation, the author concludes that using animation videos as an instructional tool increases the learners' vocabulary.

The research conducted by Ridha et al. (2022a) demonstrates the efficacy of animated videos in the vocabulary acquisition of NTI students. The study employed an experimental design that involved 40 students who were selected at random. After administering a pre-test to all students, they were divided into two groups for treatment: one with an animated video and the other

without. Following the lesson, a posttest was given. Both bivariate and univariate analyses were performed. The post-test score for students who learned without animated video was 91, while the post-test score for students who learned with animated video was 98. The results of the bivariate analysis are as follows: Teaching with animated video improves comprehension, and assimilation improves English language acquisition. Animation movies made studying more engaging, improved vocabulary acquisition, and increased class interaction.

Permata (2022) investigates how incidental vocabulary is learned through the use of animated films, how learners learn incidental vocabulary with the help of animated films, and what factors influence students' success in acquiring incidental vocabulary through film viewing. Participating in the study were four eighth-grade students and one English teacher, using a qualitative case study methodology. The findings of this specific study indicate that certain students possess multiple vocabulary lists in their memories. This suggests that the students can learn both familiar and unfamiliar words. In addition, the accidental discovery of new vocabulary while watching animated films plays a major role in the acquisition of incidental vocabulary.

Lin and Tseng (2012), in their article, explain both still images and moving video in multimedia annotations. The goal of this study is to see if videos help English language learners learn difficult words more efficiently. The study design is a three-group, quasi-experimental, immediate post-test, and delayed post-test design. Ten keywords were chosen and inserted into a reading text. Each student's assignment was annotated in one of three ways: text-only, text and image, or text and video. In this investigation, three complete classes (a total of 88 students) were randomly assigned to one of three experimental groups. All students completed a pretest (2 weeks before the study), an immediate posttest (2 weeks after reading the text), and a delayed posttest (2 weeks after completing the study). The study results showed a significant positive improvement with video group vocabulary learning.

Karakas and Saricoban (2012) experimented with 42 ELT (First Year English Learner) students enrolled in the university's English Language Teaching

programme at Mehmet AKIF Ersoy (Burdur) who participated in the study. The 42 pupils were separated between two classes. One group uses subtitles, while the other group does not. Eighteen target words were given on a 5-point scale that was initially used to capture data from both participants. It was determined to administer both the pre-test and post-test group structures. The results of this study did prove that groups with subtitles outperformed groups without subtitles.

In Ridha et al. (2022b) research focused on improving students' vocabulary, At NPTI, the researcher examined the impact of animated videos on students' vocabulary acquisition. In the study designed to assess the primary hypothesis, forty students participated. Significant gains in vocabulary comprehension and learning outcomes are observed among students who are instructed through animated videos. The data was analyzed statistically using the paired sample t-test. A large proportion of students agreed with the findings of the study. Video with animation helps with integration. It makes studying more fun. It helps with vocabulary development. It improves English learning productivity. In addition, viewing animated videos improves students' comprehension and integrates terminology.

In this study, Lee (2015) used a corpus-driven analysis to determine the lexical needs of 70 animation films and to quantify how many families of words could be learned accidentally through watching animation films. For example, learners with a 2,000-word vocabulary could potentially learn 611-word families, assuming 95% text coverage is sufficient for understanding vocabulary from animation films. In addition, if comprehension requires 98% text, learners with a 5,000-word vocabulary that consists of 6,000-word groups could learn 213-word groups [6.75%]. It was suggested that watching animation films for long periods could often lead to significant vocabulary acquisition. Aziz and Sulicha (2016) explore animated films to be used as an educational tool to teach a class of 5th-grade students at a primary school specializing in the study of vocabulary in the Indonesian language (Banda Aceh). The purpose of the research is also to determine how students feel about using animation as an instructional tool. The results of the study indicate that learners who were taught vocabulary with the assistance of

animation performed better than those who were not.

Results and Conclusion

Based on the discussion, the article concludes that it is necessary to include multimedia materials such as text, audio, video, graphics, and animation in language classrooms. Multimedia plays an inevitable role in the process of learning and teaching the English language. Among the various multimedia combinations, the effectiveness of animation movies in teaching vocabulary is discussed in the article. Generally, movies are considered to divert students from their studies. Many inspiring social animation movies are readily available to engage and motivate people in a fun and effective way to learn English. Animation movies can be easily downloaded and videotaped. To use this facility inside the classrooms, an internet bandwidth connection must be arranged by the institutions. YouTube is the primary source for watching animated movies. Many other websites and applications are available for both paid and free downloads. From the review of the study, it is concluded that narrative movies motivated the learners to learn vocabulary. The activities used by the researcher were used effectively to teach vocabulary. Teachers must guide the students to use online platforms and watch animated movies to develop the English language. A well-planned design, action execution, and profitable results are needed when using animation movies in English-language classrooms. vocabulary. The activities used by the researcher were used effectively to teach vocabulary. Teachers must guide the students to use online platforms and watch animated movies to develop the English language. A well-planned design, action execution, and profitable results are what is needed when using animation movies in English language classrooms.

Recommendations

To encourage students to learn English vocabulary, they should watch animated films in the language class. In addition, apart from animation movies, English web series, CGI short films, and cartoon series can be incorporated into the classroom environment, which helps

students focus on learning new vocabulary. Language instructors should build their courses by including educationally relevant videos, films, and film clips. Language instructors must choose language appropriate for students' ages and preferences. Films with a well-thought-out teaching strategy that is carefully crafted to achieve specific objectives and goals.

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